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ABSTRACT

The handbook, designed for use by career advisors and counselor aides working with disadvantaged students in regular Los Angeles Unified School District vocational programs, provides information for the classification of counselor aide (job definition, typical duties, and qualifications), guidelines for effective utilization of aides, and information on program accountability and evaluation. Copies of a task analysis chart, program data sheets, and counselor aide log are included as well as definitions of academically/socially/economically/culturally disadvantaged persons. The document predominantly consists of 10 appendixes: counselor aide employment information, an annotated list of referral agencies, district personnel rules and regulations, legislation and regulations related to pupils' rights to privacy, concurrent enrollment opportunities in two-year colleges, guidelines for the administration of individual tests, selecting a career and getting a job, Los Angeles City College two-year counselor aide program, annotated bibliography, and self-evaluation for paraprofessionals. (EA)

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DIVISION OF CAREER AND CONTINUING EDUCATION
CAREER EDUCATION SERVICES UNIT

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AIDES TO CAREER EDUCATION

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Counselor Aide Handbook

AIDES TO CAREER EDUCATION

Counselor Aide Handbook

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF CAREER AND CONTINUING EDUCATION
CAREER EDUCATION SERVICES UNIT

Bernardo Sandoval, Consultant
Dorothy Ray, Consultant
625-6683

ACKNOWLEDGEMENTS . . .

The Career Guidance Counselor Aide Program, initiated in the Los Angeles City Schools in the Spring semster of 1974, has been established to provide intensive career guidance supportive services for disadvantage vocational students enrolled in regular district vocational programs within the framework of the District Plan for Vocational Education.

Recognition for the development of the content of this Handbook is given to the teachers who presented their ideas and shared in formalizing the ideas into handbook form. These individuals were Richard Acuna, Robert Elroy, Lynne Friedman, Barbara Harrison, Vertia Nichols, Bennie Ross, Robert Stickley, and Marlene Young. Instructional Aides who helped make this handbook possible were Guillermo Gil, Debbie Schlesinger, and Larry Nishimura.

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Donald F. Reynolds
Director
Career Education Services Unit

(For information regarding this Handbook, please contact Bernardo Sandoval and Dorothy Ray at (213) 625-6683 or 450 North Grand Avenue H256, Los Angeles, California 90012)

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The inservice workshop: Key to success

Purpose of the Handbook

The handbook is designed for use by Career Advisors and Counselor Aides. It

- provides information for the classification of counselor aide including job definition, typical duties, and class and entrance qualifications.
- provides information on the use of aides by presenting guidelines for their most effective utilization.
- defines legal responsibilities of teachers and the aides within the ACE Program
- provides information on program accountability and evaluation.
- provides supplementary material which includes information on the instructional aide job description, referral agencies, privacy, testing, selecting a career, laws & rules, and an annotated bibliography.

Background of the Counselor Aide Program

Congress, in enacting the Vocational Education Amendments of 1968, clearly expressed its intent that high priority be given to those students that are disadvantaged. They recognized the failures in our society caused by the lack of proper motivation or meaningful assistance in preparing students for the world of work. The Amendments specify that Part A and at least 10 percent of every state's allotment of Vocational Education part B funds shall be used for disadvantaged persons. The term "disadvantaged", as stated in the legislation means persons who have academic, social, economic, and cultural handicaps which prevent them from succeeding in regular vocational education programs.

Individuals classified as disadvantaged, must meet the following conditions:

1. Be enrolled in a regular vocational program.
2. Be identified as not succeeding in the vocational program according to established program standards.
3. Be identified as to their disadvantage: be they academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs.

In order to insure the proper use of the 10 percent ear marked for the disadvantaged, the California State Department of Education has asked school districts which use the set-aside funds to maintain records which verify special assistance to disadvantaged persons. The Los Angeles Unified

School District, therefore has a two-fold task when using the 10 percent set-aside for disadvantaged students.

1. The disadvantaged person must be identified by guidelines listed in the California State Plan for Vocational Education.
2. The assistance he receives must be documented.

The Los Angeles Unified School District's Career Education Services Unit has recommended the use of counselor aides as one means of identifying disadvantaged vocational students and providing special assistance. These counselor aides are assigned to vocational programs in senior high schools listed as level I on the District's Urban Impact List.

Career Guidance means listening

The Career Guidance Counselor Aide

DEFINITION

The counselor aide is a highly skilled and trained individual who assists certificated employees with student counseling and guidance services involving educational planning, career guidance, personal adjustment, and follow-up guidance activities in both the school and the community.

SUPERVISION

General supervision is received from a school principal. General and technical supervision is received from the career advisor of the school or from the vocational administrative staff. Supervision may be exercised over high school students attending college under the concurrent enrollment program.

JOB DESCRIPTION

Counselor aides work 79 hours per pay period at a senior high school or regional occupational center identified as most in need by the Urban Impact List. Aides are to be utilized such that they:

- provide services to those students who are not succeeding in vocational education courses within the school
- provide services to those students who are enrolled and are not succeeding in vocational training programs such as ROC, ROP, etc.
- assist the Career Advisor in gathering, organizing, maintaining, and making available appropriate multimedia materials in vocational education for students, teachers, parents, and the community
- assist students in exploring job opportunities, occupational training, advanced technical training and education
- assist Career Advisor in the enhancement of the vocational education program within the school and other programs thereby connected
- assist Career Advisor in the identifying and using community supportive services for assisting disadvantaged vocational students
- assist the Career Advisor in the articulation of vocational education programs between the junior and senior high school.

SPECIAL QUALIFICATIONS:

Ability to speak, or to read and write Spanish may be required for some positions.

ATTENDANCE INFORMATION

a) ABSENCES

If a Counselor Aide is absent for three consecutive days without notifying the school, he will be replaced. Other irregular attendance patterns may be cause for dismissal.

b) TARDIES

Notify the school when you are going to be late. Excessive lateness may be cause for dismissal.

c) NOTIFICATION OF TERMINATION

You are performing necessary services and people count on you. Notify your Career Advisor, school, and office (625-6683), when terminating your involvement with the program.

Description of Disadvantaged Students

The term disadvantaged, is distasteful to some individuals. It is a negative projection, and probably the result of the term's overuse, previous applications, or its relationship to failure. The Vocational Education Amendments of 1968, however, specify that the term disadvantaged should apply to students who are not succeeding in vocational programs. Ethnicity, income, or geographic locus are not primary determining factors. A student from a high income family who has a reading problem or lacks self-confidence in his vocational training is disadvantaged according to Vocational Education Amendment standards. The student's failure to succeed in the vocational class is cause for providing assistance beyond the regular program.

The California State Plan for Vocational Education interprets the intent of VEA 1968 by providing the definitions or descriptions of "disadvantaged" persons:

Academically disadvantaged persons are those who are not succeeding or are unable to succeed in a regular vocational education program because of at least one educational difficulty. Persons in this category may have one or more of the following characteristics:

1. Language Difficulty (in speaking and/or comprehension) in using Standard English. Persons who are experiencing difficulty with verbal communication which impairs their capacity to learn vocational skills. Persons in this subcatetory may have one or more of the following characteristics on a continuing basis:

   (a) Poor speech and/or limited formal vocabulary
   (b) Inability to use the formal language effectively in school
   (c) Serious language difficulties
   (d) Linguistically isolated from the population at large

(e) English as a secondary language. (Persons whose language difficulty can be improved by using English as a second language).

(f) English as a primary language. (Persons whose language difficulty can be improved by programs designed to increase language proficiency).

2. Reading and/or Writing Difficulty. Persons experiencing difficulty with reading and writing which impairs their capacity to learn vocational skills. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

(a) Poor reading ability and limited formal vocabulary
(b) Unable to read or write well enough to compete with peers
(c) Serious reading difficulties (possibly illiterate)
(d) Inability to write or communicate in writing
(e) English as a second language. (Persons whose reading and/or writing difficulty can be treated by using English as a second language or by programs designed to achieve proficiency)
(f) English as a primary language. (Persons whose reading and/or writing difficulty can be treated by programs designed to increase proficiency)

3. Computational Difficulty Determined in Technical or Vocational Mathematics. Persons whose educational background in mathematics is not adequate to perform at the level required by the vocational education program. Persons in this subcategory may have one or both of the following characteristics on a continuing basis:

(a) Serious difficulties in comprehending computational concepts
(b) Insufficient computational skill to compete

4. General Educational Difficulties as Applicable to Vocational Education. Persons whose general educational difficulties prevent their success in vocational educational classes have one or more of the following characteristics on a continuing basis:

(a) Unemployed or underemployed and needs training
(b) Low achievement scores
(c) Poor attendance record
(d) School dropout
(e) Potential school dropout
(f) Lack of confidence resulting in
(g) Unaware of educational procedures and/or opportunities
(h) Parents or guardian unable to give guidance and support due to their own lack of education, training, or employment or general absence from the home.

Socially disadvantaged persons are those who, through present and/or past experience, have developed attitudes which severely limit their ability to perform successfully in a vocational education program. These attitudes may be aggressive or passive.

1. Aggressive attitudes may be those characteristics which are exhibited by antisocial or disruptive behavior. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

   (a) High incidence of involvement with the criminal justice system
   (b) Defiance of rules and regulations
   (c) Persistence in trying to dominate the classroom activities
   (d) Unrestrained behavior
   (e) Socially assertive and unconventional actions
   (f) Distrust of the school program

2. Passive attitudes may be those characteristics which are exhibited by an apathetic behavior. Persons in this subcategory may have one or more of the following characteristics on a continuing basis:

   (a) No interest in learning or schoolwork
   (b) Discouraged in schoolwork
   (c) A poor attendance record
   (d) A negative attitude toward learning
   (e) No personal motivation or is indifferent
   (f) A potential dropout
   (g) Persistently truant from home and/or school
   (h) A poor self-image
   (i) Overly sensitive to constructive criticism
   (j) No experience with successful examples of his own ethnic group
   (k) An underachiever
   (l) Personal interrelationship problems
   (m) Other identified disadvantages, such as ill health, poor nutrition, broken home, out-or-wedlock pregnancy, or underemployment

Economically disadvantaged persons are those who are not succeeding or cannot succeed in a regular vocational education program, with emphasis on persons from economically depressed areas. Persons in this catetory may have one or more of the following economic problems on a continuing basis:

1. Geographical isolation
2. Need of economic assistance to enter or stay in school
3. Unemployed or underemployed
4. Family income is below poverty line
5. Lack of funds to fully participate in the school program.

Culturally disadvantaged persons are those whose cultural mores are such that exclude the person from achieving success with his peer group. Persons in this category may have one or more of the following characteristics on a continuing basis:

1. Patterns of speech which may represent ethnic or regional isolation.
2. Personal standards which conflict with the prevailing cultural mores.
3. Cultural dress modes or other behavior patterns that conflict with program requirements.

The Goal of the Program

The Counselor Aide Program is designed to provide para-professional assistance to disadvantaged students in vocational programs at selected high schools.

The goal of the ACE Program is to improve the educational performance and enhance the employability potential of students assisted. More specifically, providing instructional aides to assist disadvantaged students in vocational classes should lead to their improvement in one or more of the following areas:

1. Attitude and Initiative - The student is able to develop a positive attitude and inward direction in his educational and employment endeavors.

2. Cooperation - The student develops a more cooperative behavior with his peers and teachers.

3. Attainment of Job Skills - The student takes advantage of opportunities to gain job skills.

4. Quality of Course Work - The student begins to take pride in the quality of his course work.

5. Quantity of Course Work - The student learns to utilize his time efficiently in the completion of assigned tasks.

6. Attendance - The student learns to practice good attendance which will lead to success in education and the world of work.

Role of the Career Advisor

The primary role of the Career Advisor is to give guidance and supervision to the counselor aide. The Advisor should provide a setting conducive to student/aide rapport by formally introducing the aide to the students with which he will be involved. Individual students needing special assistance may then be identified by the counselor aide.

To provide for a complete campus orientation, the advisor should take the aide on a tour of the campus. The aide should be introduced to the administrators, departmental members, counselors, librarian, registrar, school nurse, and audio-visual coordinator. The aide's success in working with students will require him to coordinate his efforts with these staff members.

Although flexibility is being stressed in the Counselor Aide Program, the federal, state, and district constraints on access to pupil records and privacy must be carefully followed.

Role of the Career Guidance Counselor Aide

The counselor aide differs from all other aides because they have been selected on the basis of their education and experience. The primary function of the aide is to bring more individualized guidance to the disadvantaged vocational student.

The aides when employed in a school set an example for the young people with whom they work, by maintaining (acceptable) standards of grooming and attitude.

Grooming. The aide is neat in appearance and wears appropriate clothes.

Attitude. Aides display a good attitude by

(a) being friendly toward students with whom they work

(b) showing pride in workmanship by doing each job to the best of their ability

(c) showing an interest in the total school program

(d) speaking in a polite moderate tone

(e) using correct English grammar and appropriate vocabulary

(f) avoiding the use of vulgar or slang expressions.

The aide should view the total staff of the school as a team. Through the use of cooperative team efforts, the assistance provided to students will be broader.

The Career Advisor/Guidance Aide Relationship

The area of advisor/aide relationship is crucial to the effective operation of the ACE Program. Concepts such as mutual respect, proper delegation of duties, cooperation, and commonality of goals and objectives are applicable to classroom situations where the aide provides a meaningful service. The following list of suggestions is presented to facilitate the building of a strong advisor/aide relationship which will enhance student learning and acquisition of skills.

An orientation period of approximately one week is suggested to allow the aide to observe and familiarize himself with the school situation. During this observation period, the aides can acquaint themselves with guidance materials, testing, procedures and disciplinary procedures. The orientation period should provide opportunities for the career advisor and aide to discuss and clarify their duties and responsibilities. Areas which should be made clear are:

- criteria for the identification of disadvantaged vocational students
- services aide will provide to disadvantaged students
- aide/student rapport conducive to guidance
- use of tests for guidance and placement
- office operation and procedures
- authoritative responsibility, and
- aide punctuality and reliability.

The ACE Program will operate best in situations where the aides can relate their duties to the functions of the teacher.

It is also important during this period that the aides get to know the students and recognize their responsibility to serve as a model for student action. The aide's involvement in facilitating learning and providing services can foster the building of better students and citizens in a positive manner. Conversely, the aide who is tardy or absent may prompt similar behavior in students.

The development of open communication between advisor and aide will lead to improvements in the aide's effectiveness with office organization. The aide may need assistance to understand the variety of processes involved in the guidance of disadvantaged students. The advisor may suggest the means whereby the aide can become more proficient in guiding students. The unique abilities of each aide should be considered and respected by the advisor when determining how each aide is to be used in the counseling office.

The advisor and the counselor aide should continuously evaluate their duties and responsibilities in relationship to the ACE Program. The main intent of the ACE Program is to enhance student success in vocational courses. A positive and proper advisor/aide relationship is the key to the building of an counselor aide service which will benefit students.

DIVISION OF DUTIES

Before the aide begins working with the students, the advisor and the aide should discuss who will be responsible for the various duties: the advisor only, the advisor and aide together, or the aide only. The following chart may be helpful in determining the division of duties. Remember, certain responsibilities such as class coverage and the assigning of grades are the responsibility of the teacher only.

CAREER ADVISOR - CAREER GUIDANCE AIDE

DIFFERENTIATION OF ROLES THRU TASK ANALYSIS

(1. Advisor Only, 2. Both Advisor and Aide, 3. Aide Only)

	ADVISOR 1	ADVISOR/ AIDE 2	AIDE 3
- follow-up student performance at work center			
- host speakers and assemblies			
- one to one student counseling			
- tutoring for vocational placement			
- career literature librarian			
- community resource contacts			
- student screening for ROC,ROP, programs			
- establish career guidance resources			
- schedule off campus speakers and/or presentations			
- record keeping			
- preparation of bulletin board			
- update files			
- gather materials on occupations and careers			
- catalog brochures, pamphlets, etc.			
- work with guidance teacher; disseminate career information			
- assist students in use of career center			
- check with counselors at ROC centers on student progress			
- assist with advisory committee meetings			
- publicize ROC/ROP program			
- coordinate speakers for career preparation classes			
- show audio-visual materials to selected classes			
- check out library materials to students and faculty			
- act as host or hostess to visitors			
- career week preparations			
- industry-advisory committee			
- assist with articulation between various educational levels including elementary and junior high schools			
- transportation follow-up			
- check attendance at other schools			
- direct work of student service workers			
- type or oversee typing of report cards, records, etc.			
- schedule students for career testing and career meetings			
- prepare printed material			
- assist students with forms related to special classes			
- prepare listings of classes offered			
- conduct simulated job interviews using VTR			

Program Accountability

Federal and State guidelines for the use of disadvantaged funds require student beneficiaries of such monies to be identified. The special assistance that students receive is verified through the use of program data sheets. The following information is kept on record:

- name of student
- school attended
- grade level
- reason for student receiving assistance
- verification of special assistance (Teachers/Career Advisor)

Data is reported to the ACE Program coordinator on a monthly basis.

* Following are sample data sheets for ACE Instructional Aides (white) and Counselor Aides (Blue)

AIDES CUMULATIVE PROGRAM DATA SHEETS

Course Title: _____

Teacher's Name _____

(Indicate home school of each student if different from school listed below)

Student Last Name, First Name	Grade Level	Type of Disadvantage: Academic	Social	Economic	Cultural	Other:*	Type of Verification: Cumulative Records	Attendance Records	V.P. Records	Teacher's Rollbook	Other:*	RESULTS Month 1: Positive	Negative	Neutral	Other:*	RESULTS Month 2: Positive	Negative	Neutral	Other:*	RESULTS Month 3: Positive	Negative	Neutral	Other:*	RESULTS Month 4: Positive	Negative	Neutral	Other:*	RESULTS Month 5: Positive	Negative	Neutral	Other:*	SEMESTER'S GRADE	WORK HABITS	COOPERATION	SEMESTER'S ABSENCES	SEMESTER'S TARDIES	SEX: MALE OR FEMALE
1.																																				
2.																																				
3.																																				
4.																																				
5.																																				
6.																																				
7.																																				
8.																																				
9.																																				
10.																																				

22

16

Comments on individual students may be entered on reverse side.

*If Other is used, please explain on reverse side.

See Program Handbook for description of disadvantage categories, or call 625-6683 if you have questions.

Return through School Mail to:
Bernardo Sandoval
CENTRAL OFFICE
H256

COMPLETE THIS SECTION

Aide's Name: _____

Teacher's Signature: _____

School: _____

PLEASE COMPLETE INFORMATION ON
REVERSE SIDE OF THIS SHEET:

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

PROGRAM DATA SHEETS/COUNSELOR AIDES

(due the first of each month)

SCHOOL: _____

_____

_____

_____

Student Last Name, First Name	Student's Counselor (N/A to ROC centers)	Grade: 10, 11, or 12 (N/A to ROC centers)	Type of Disadvantage					Sex: Male or Female	Type of Verification						RESULTS			
			Academic	Social	Economic	Cultural	Other:*		Cumulative Records	Attendance Records	V.P. Records	Teacher's Rollbook	Other:*		Positive	Negative	Neutral	Other:*
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		

Comments on individual students may be entered on reverse side.

*If Other is used, please explain on reverse side.

See Program Handbook for description of disadvantage categories, or call 625-6683 if you have questions.

Return through School Mail to:
BERNARDO SANDOVAL
CENTRAL OFFICE
H256

COMPLETE THIS SECTION

Counselor Aide's Name: _____

Career Advisor's Signature: _____

Month: _____

COUNSELOR AIDE LOG

	Hours/School Month							
	0	2	4	6	8	10	12	
- Programming Pupils: Career Education Programs								
- Identification of Potential Drop-Outs From Occupational Programs								
- Individual Pupil Guidance								
- Small Group Guidance								
- Identifying Students for Vocational Testing								
- Promotion of District Occupational Opportunities								
- Articulating Senior and Junior High School Career Education Programs								
- Mock Job Interviews and Employability Preparation								

PLEASE COMPLETE INFORMATION ON
REVERSE SIDE OF THIS SHEET:

Name: _____

Comments: _____

_____

_____

_____

Name: _____

Comments: _____

_____

_____

_____

Climbing the Career Ladder

A career ladder is a personnel progression design containing a number of job positions ("steps") which can be "climbed" as the employee acquires new competencies and assumes additional responsibilities.

It is the hope of this program that eventually, this process might lead to professional standing and certification for the aides, provided the various requirements have been satisfactorily met.

- Counselor Aide two year AA curriculum available at Los Angeles City College
- See Appendix K for a complete breakdown of the two year counselor aide curriculum

APPENDIX A

COUNSELOR AIDE EMPLOYMENT INFORMATION

COUNSELOR AIDE EMPLOYMENT INFORMATION

SELECTION OF SCHOOLS TO RECEIVE ACE PROGRAM AIDES

Schools and Regional Occupational Centers identified as most in need by the district's urban impact list are receiving counselor aides under the Counselor Aide Program. As of July 1975, these schools include:

Jefferson	Manual Arts	Los Angeles
Locke	Crenshaw	Lincoln
San Fernando	Fremont	Dorsey
Jordan	Huntington Park	Roosevelt
Washington		

THE HIRING PROCESS

The following steps are to be taken by persons wishing to be employed as ACE Counselor Aides in the Los Angeles City Schools.

1. Obtain an application at the area office
2. See qualification requirement in appendix A for each class of Counselor Aide
3. If qualifications are met, applicant must take the written exam. A sample test can be found following the class description in appendix A of this handbook.
4. Take the written exam.
5. Applicant will be notified of an appointment date for an oral interview.
6. Following the oral interview, each applicant will be assigned a score, (reflecting their performance on both the exam and interview.)
7. This score is used to determine placement on an eligibility list.
8. Each school makes a selection of aides from this list.
9. Aides will be hired on a probationary basis for the first 6 months.
10. Then they become permanent employees of the district with all associated rights and privileges.

BENEFITS

Counselor Aides are presently entitled to three benefits:

- Workman's Compensation
- Unemployment Compensation
- Holiday Pay (If the holiday falls on a day you normally work and you work the day immediately preceeding or following the holiday)

Other benefits accorded permanent district personnel such as medical, dental, etc. are not received by employees working less than 79 hours per pay period. Direct any questions to the payroll clerk at your school.

CLASS QUALIFICATIONS

Knowledge of:

The intent of the 1968 Amendments to the Vocational education act as it pertains to the disadvantaged.

Procedures and methods used in providing students with educational and vocational counseling and guidance.

Physical, intellectual, social, and emotional growth patterns of students.

Uses and limitations of standardized individual and group scholastic capacity and achievement tests.

Educational programs and career opportunities available to the high school student both in the district and surrounding community colleges.

Community organizations involved with social and youth services programs (as outlined in the ACE Handbook).

Ability to:

Understand and relate to the problems and concerns of secondary students.
Make oral presentations and communicate effectively.
Collect, organize, and explain information pertinent to educational and career planning and opportunities in career education available in the district.
Work effectively with students, school personnel, community groups, and the public.

ENTRANCE QUALIFICATIONS

Education:

Successful completion of a college level course in each of the following is required:

(1) Child and Adolescent Growth and Development
(2) Personality and Social Development
(3) Group dynamics, including Theory and Practice
(4) Psychological tests and Measurements or Vocational Guidance.

An Associate in Arts degree or its equivalent is desirable.

Experience:

No experience is required; the following experience is desirable:

Completion of a work-study program in a recognized college or university which provides paraprofessional experience in educational and career counseling and guidance for elementary, secondary, or community adult school students; or one year of paid full-time experience assisting in classroom instructional activities or in youth counseling and guidance, involving areas of education and career development, drug abuse prevention, or probation work, or either work experience in an occupational area or significant course work in a recognized college in an area related to career education.

SUGGESTIONS FOR TEACHERS/CAREER ADVISORS

Feedback from teachers and career advisors have made us aware of the need for emphasizing a few points regarding standards and information relative to aides. We are recommending the following suggestions to insure maximum performance by aides in the ACE Program.

1. Have the aide provide you with a card listing home address, home phone, and emergency phone number for your use.

2. Set up a regular work schedule for your aide, for example: 9:00 to 12:00 noon, 10:00 to 1:00 p.m., or 11:00 to 3:00 p.m. Require that the aide adhere to the work schedule.

3. Insist on good attendance habits.

4. Provide the aide with the school's phone number and require that he/she call in if he/she is going to be absence or tardy.

If you have any questions or if you need our assistance, please call the program office at 625-6683.

DISMISSAL OF AIDES

See Appendix C - Rules and Regulations, Causes for Disciplinary Action.

MULTIPLE ASSIGNMENTS

Definition:

The assignment of an individual to more than one class and/or the assignment of an individual for additional hours in the same class if either of the above assignments results in more than 79 hours per pay period to be worked.

New multiple assignments which do not result in an employee's total assignment of more than 79 hours per pay period are permissible. Part time multiple assignments resulting in a total assignment of more than 79 hours will not be allowed (Ref. List #4, August 2, 1974).

APPENDIX B

REFERRAL AGENCIES

(The following agencies are listed for cooperative use by teachers and aides. Caution should be exercised in some referrals. For example, the referral of a student to a psychological service agency should be undertaken with the cooperation of the student's counselor. The agencies are listed in the

Directory of Health, Welfare, Vocational and Recreation Services, Welfare Information Service, 621 South Virgil Avenue, Los Angeles, California.

For additional referral agencies please check this publication which may be in your school's counselor or administrative office.

COMMUNITY SERVICES:

American Indian Free Clinic, Inc., 526 E. Oaks St., Compton 90221, 537-0103
Program: Supplies free medical, dental, legal and other related services to anyone requesting them, but primarily to those of American Indian descent in the Los Angeles area.

Benjamin Rush Center for Problems of Living, 1426 Main St., Venice 90291, 392-4905
Program: Serves poverty area. Essentially a crisis clinic providing up to six sessions in group, individual, or conjoint therapy. Treatment based on concept of helping patient over immediate crisis. Serves patients from 13½ up.

Bienvenidos Community Center, 303 San Gabriel Blvd., Rosemead 91770, 280-9011
Program: Project directed towards low income persons. Family and individual counseling, home visits, referral, job development, employment counseling and other services.

Big Brothers of Greater Los Angeles, Inc., 117 W. 9th St., Los Angeles 90015, 622-2421
Program: Serves fatherless boys 8 to 17 with behavior or emotional problems arising from a lack of male influence in their home environment.

Community Youth Centers, 3105 W. Beverly Blvd., Montebello 90640, 724-0535
Program: Teen centers for "hard to reach" teen-agers 13 to 19 located in poverty pockets. Job counseling, testing and development, remedial education, community service projects; recreational-social activities.

Counsel of Mexican American Affairs, 995 N. Mission Rd., Los Angeles 90031, 223-4111
Program: Develops leadership among Americans of Mexican ancestry and encourages community activity and service. Coordinates and harmonizes efforts of Mexican American groups and stimulates their cooperation in constructive programs.

DAWN Today: 2516 16th St., Santa Monica 90405, 826-1605
Program: Group counseling for youth 15 to 19 with drug or drug-related problems. Individaul or family counseling available: social and therapeutic activities.

Junipera Serra Boy's Club of Catholic Welfare Bureau, 316 N. Union Ave. Los Angeles 90026, 483-4011
Program: Residential care for boys 16 to 18: moral training, psychotherapy for those who, for a variety of reasons, may not live in their own homes.

Rancho San Antonio, 21000 Plummer St., Chatsworth 91311, 341-3476 or 873-3234
Program: Institutional school for rehabilitation of boys 12 through 16 who present behavior problems, either because of emotional difficulties brought about through conditions or who are considered predelinquent or delinquent.

Thalians Clinic for Children, 112 N. Hamel Road, Los Angeles 90048, 625-5000
Program: Study treatment of children from infancy to 18 years who present behavior and personality problems.

CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD) CENTERS (Employment Offices):

Los Angeles:
929 N. Bonnie Beach Pl., Los Angeles 90063, 264-5100
10925 S. Central Ave., Los Angeles 90059, 567-1151
701 E. Florence Ave., Los Angeles 90001, 744-2121
161 W. Venice Blvd., Los Angeles 90015, 744-2121

Venice:
Lincoln Blvd., Venice 90291, 392-4811
Program: Combine resources of Department into a central location in disadvantaged areas in L.A. County in order to place significant numbers of unemployed and unemployable persons in meaningful employment leading to economic security.

SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICES: (For obtaining Social Security numbers)

Broadway-Vernon: 4524 S. Broadway, Los Angeles 90037, 233-8175
Burbank: 175 E. Olive Ave., Burbank 91503, 845-3738
Canoga Park: 8377 Topanga Canyon Blvd., Canoga Park 91304, 883-3742
Crenshaw: 3612 W. Jefferson Blvd., Los Angeles 90016, 731-7349
Culver City: 9801 Washington Blvd., Culver City 90230, 838-2161
East L.A.: 929 N. Bonnie Beach Pl., Los Angeles 90063, 264-5100
El Sereno: 4857 Huntington Dr., Los Angeles 90032, 221-9128
Glendale: 721 S. Glendale Ave., Glendale 91209, 247-2202
Hollywood: 1640 N. Gower Street, Hollywood 90028, 462,3181
Huntington Park: 6303 Rugby Ave., Huntington Park 90255, 583,9873
Inglewood: 608 E. Manchester Blvd., Inglewood 90306, 673-1081
La Crescenta: 3043 Foothill Blvd., La Crescenta 91214, 248,2436
Los Angeles (Downtown), 419 S. Hill Street, Los Angeles 90013, 688-3710
Miracle Mile: 6399 Wilshire Blvd., Los Angeles 90048, 655-7084
Monterey Park: 861 S. Atlantic Blvd., Monterey Park 91754, 289-5003
North Hollywood: 11024 Victory Blvd, North Hollywood 91606, 985-5442
San Fernando: 1245 San Fernando Rd., San Fernando 91340, 365-7122
San Pedro: 1915 S. Pacific Ave., San Pedro 90731, 548-2691
Santa Monica: 1514 Sixth Street, Santa Monica 90406, 451-4783

Torrance: 1408 Crenshaw Blvd., Torrance 90501, 320-4064
Van Nuys: 7138 Van Nuys Blvd., Van Nuys 91405, 988-6110
Watts: 10345 S. Central Ave., Los Angeles 90002, 564-5723
Wilshire Center: 3750 W. 6th St., Los Angeles 90020, 384-2544

PSYCHOLOGICAL SERVICES:

Bridge: A Way Across, Inc., 4210 W. Magnolia Blvd., Burbank 91505, 843-7444
Program: Meets the needs of predelinquent, disturbed, emotionally or economically deprived youth 14 through 21, who lack the personal resources to cope with their personal and/or cultural problems and who are beginning to act out frustration, alienation and loneliness by using dangerous drugs, dropping out of school, etc.

California Educational Center, 15321 Magnolia Blvd., Van Nuys 91403, 788-1105
Program: Day school for emotionally disturbed, slow learners, or brain-injured children 6 to 16.

Central City Community Mental Health Center, 4272 S. Broadway, Los Angeles 90037, 232-2441
Program: Crisis and intensive psychiatric care for children and adults. Day treatment program encompasses group, individual, occupational recreational, dance therapy, and psychodrama.

Crenshaw Youth Counseling Center, 3860 Crenshaw Blvd., Los Angeles 90018, 295-4553
Program: Short term crisis oriented center for teen-agers and their families. Psychiatrists, psychologists, and psychiatric social workers provide service under professional advisory boards.

Los Angeles County Regional Mental Health Services:
East Los Angeles, 512 S. Indiana St., Los Angeles 90063, 268-9161
East San Fernando Valley, 12148 Victory Blvd., North Hollywood 91606, 985-6550
South Bay, 13543 S. Hawthorne Blvd, Hawthorne 90250, 679-0441 or 772-1495
South Central, 4771 S. Main St., Los Angeles 90037, 231-9157
West Central, 1090 S. La Brea Ave., Los Angeles 90019, 933-7261
West San Fernando Valley, 6355 Topanga Canyon Blvd., Woodland Hills 91364, 348-8121
Program: Provides mental health consultation and mental health education and information to public and private agencies; direct treatment for children and adults, offering family-centered, crisis-oriented, individual and group, short term psychotherapy; psychiatric emergency teams.

OCCUPATIONAL TRAINING CENTERS:

East Los Angeles: 1048 Chicago St., Los Angeles, 90033, 223-1283
Harbor: 740 N. Pacific Ave., San Pedro 90731, 547-5551
Central City: 1646 S. Olive St., Los Angeles 90015, 748-6511
Paramedical: 3721 W. Washington Blvd., Los Angeles 90018, 731-6371
North Valley: 11450 Sharp Ave., Mission Hills 91340, 365-9645
West Valley: 6200 Winnetka Ave., Woodland Hills 91364, 346-3540
Southern California Regional Occupational Center: 2300 Crenshaw Blvd., Torrance 90501, 320-6700
Program: Training to persons 16 and up in all vocational areas such as auto mechanics, electronics, nursing, radio and television repair, and many others. Emphasizes new techniques in occupations.

ADULT SKILL CENTERS (Manpower Development and Training):
East Los Angeles: 1260 S. Monterey Pass Rd., Monterey Park 91754, 263-6903
Pacoima: 13323 Louvre St., Pacoima 91331, 896-9558
San Pedro-Wilmington: 239 N. Avalon Blvd. Wilmington 90744, 830-8004
217 Island Ave., Wilmington 90744, 830-3010
Venice: 611 Fifth Ave., Venice 90291, 392-4153
Watts: 840 E. 111th PL., Los Angeles 90059, 564-4451
Program: Youth 16 to 21 or adults 21 and up, unemployed or underemployed, unable to find suitable employment are provided basic education and vocational training. Apply through California Human Resources Development Department.

ADVANCED EDUCATIONAL ASSISTANCE:

Basic Educational Opportunity Grant Program: U.S. Department of Health Education and Welfare, Education Division/Office of Education, Washington, D.C. 20202.
Program: Federal aide program designed to provide financial assistance to those who need it to attend post-high school educational institutions.

Dollars for Scholars, Inc.: 3325 Wilshire Blvd., Los Angeles, 90005, 386-5300
Program: Scholarships for advanced training for average high school seniors with good citizenship records, high motivation, financial need, junior college or trade-technical potential. Assistance may cover fees, supplies, books, transportation.

816 HOLIDAYS

Education Code 13656

13656. All employees a part of the classified service shall be entitled to the following paid holidays provided they are in a paid status during any portion of the working day immediately preceding or succeeding the holiday: January 1, February 12 know as "Lincoln Day," the third Monday in February known as "Washington Day," the last Monday in May known as "Memorial Day," July 4, the first Monday in September known as "Labor Day," September 9 known as "Admission Day," November 11 known as "Veterans Day," that Thursday in November proclaimed by the President as "Thanksgiving Day," December 25, every day appointed by the President, or the Governor of this state, as provided for in subdivisions (b) and (c) of Section 5201 for a public fast, thanksgiving or holiday, or any day declared a holiday under Section 877 or 5202 which the board specifies shall be a holiday for classified or certificated employees.

Regular employees of the district who are not normally assigned to duty during the school holidays of December 25 and January 1 shall be paid for those two holidays provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding the holiday period.

When a holiday herein listed falls on a Sunday, the following Monday shall be deemed to be the holiday in lieu of the day observed. When a holiday herein listed falls on a Saturday, the preceding Friday shall be deemed to be the holiday in lieu of the day observed. When a classified employee is required to work on any of said holidays, he shall be paid compensation, or given compensating time off, for such work, in addition to the regular pay received for the holiday, at the rate of time and one-half his regular rate of pay.

CHANGES:
Designating "Veterans Day" as November 11, and holiday pay as time and one-half the employees regular rate of pay.
Remove: March 4, 1972, page 1 of 5. Add: February 25, 1974, page 1 of 5.

APPENDIX C

RULES & REGULATIONS

902 CAUSES FOR DISCIPLINARY ACTIONS

A. ACTIONS SUBJECT TO DISCIPLINE

In addition to those prescribed in Education Code Section 13586, 13587, and 13741, or other governmental statutes, the following are causes for disciplinary action:

1. Incompetency.
2. Inefficiency.
3. Insubordination.
4. Inattention to or dereliction of duty.
5. Discourteous, abusive, or threatening treatment of the public, fellow employees, or students.
6. Any willful or persistent violation of the provisions of the Education Code or of rules, regulations, or procedures adopted by the Board of Education or the Personnel Commission.
7. Work-related dishonesty, including examination deception or fraud.
8. Appearing for work under the effects of alcohol or drugs or using alcohol or drugs illegally while on duty.
9. Immoral conduct.
10. Engaging in political activities during assigned duty hours.
11. Conviction by a court of competent jurisdiction of a felony or of a crime involving moral turpitude. A plea, verdict, or finding of guilty, or a conviction following a plea of nolo contendere, is deemed to be a conviction within the meaning of these rules. The record of conviction of the crime shall be conclusive evidence of the fact that the conviction occurred, but only of that fact, and the Commission may inquire into the circumstances surrounding the commission of the crime in order to determine if the conviction is of an offense involving moral turpitude.

12. One or more criminal convictions where the nature of the crime is such that it would indicate that the employee is a poor employment risk for the particular job which he holds with the District.

13. Failure to disclose material facts or the making of any false or misleading statement on any application, examination form, or other official document of the District.

14. Frequent unexcused absence or tardiness.

15. Abuse of leave privileges by habitual use of illness leave for trivial indispositons, or by absence so frequent that, over an extended period of time, the efficiency of the service is impaired.

16. Failure to report upon reasonable notice for review of criminal records.

17. Failure to report upon reasonable notice for health examination.

18. Abandonment of position. Absence without leave for five consecutive working days shall constitute prima facie evidence that an employee has abandoned his position.

19. Any other failure of good conduct tending to injure the public service.

B. SUBSTUTUTE OR RELIEF EMPLOYEES

Any substitue or relief employee may be dismissed from substitute or relief status in accordance with Rule 600, Rejection of Applicants, Candidates, and Eligibles.

C. DISCRIMINATION PROHIBITED

No employee in the classified service shall be suspended, demoted, dismissed, or in any way discriminated against because of his affiliations, race, color, national origin, age, marital status, sex, physical handicaps, or religious or political opinions or acts, except as provided in Paragraph A. 10. Above.

903 PROCEDURES FOR DISCIPLINARY ACTIONS

A. IMPOSITION OF DISCIPLINE

For any of the causes for disciplinary action listed in Rule 902, Causes for Disciplinary Actions, any employee may be suspended immediately for not more than 30 days or may be demoted or dismissed.

B. NOTICE OF UNSATISFACTORY SERVICE

A notice of Unsatisfactory Service shall be given to a regular employee whose services are held to be unsatisfactory. This notice must be given to a permanent employee not less than ten nor more than ninety working days before the effective date of demotion or dismissal which is based upon a cause or causes listed in Rule 902, Causes for Disciplinary Actions, Paragraph A.1 through 6, 8, 10, 14, 15, or 19. The notice shall contain a written statement in ordinary and concise language of the specific acts and omissions upon which the unsatisfactory notice is based. A prescribed form issued by the Personnel Division, shall be used for the notice. A notice of unsatisfactory service may be signed by anyone who exercises supervisory responsibility over the employee and shall be signed or countersigned by the Area Superintendent, Division Head, or a designated representative.

The notice shall be delivered to the employee personally if practicable, and he shall be requested to sign it as acknowledgement of receipt. When personal delivery of the notice is impracticable, the notice shall be sent to the employee's last known address by registered or certified mail with return receipt requested. If an employee refuses to sign a notice which is personally delivered to him, the notice may be presented in the presence of a witness and signed by that witness.

C. SUSPENSION FOR SPECIFIC OFFENSES PROCESSED AS INVOLUNTARY LEAVE

A regular employee charged with the commission of any sex offense defined in Section 12912 or narcotics offense defined in Section 12912.5 of the Education Code or a violation of subdivision 1 of Section 261 of the Penal Code, Sections 11530 to 11532, both inclusive, 11540, or 11910 to 11915, both inclusive, insofar as said sections relate to subdivision (c) of Section 11901 of the Health and Safety Code, by complaint, information, or indictment filed in a court of competent jurisdiction, may be suspended as provided for in Section 13742 of the Education Code. Such a suspension will be processed as an involuntary personal leave in accordance with the

Provisions of this rule relative to suspensions. The employee may receive compensation as provided for in Section 13742 of the Education Code. Such suspensions shall be reviewed by the Personnel Commission every 90 days.

D. STATEMENT OF CHARGES

Within 10 days after the suspension, demotion, or dismissal of any employee, the Personnel Division shall file a copy of the statement of charges with the Commission. Within that time a copy of the statement of charges shall also be given to the employee. If personal service is impracticable, the statement of charges shall be addressed to the employee at his last known address and deposited in the United States registered or certified mail with postage prepaid and with return receipt requested. The following shall be included in the statement of charges or accompanying documents: (a) a statement of the nature of the disciplinary action; (b) the effective date of the action; (c) a statement of the causes therefor; (d) a statement in ordinary and concise language of the acts or omissions upon which the causes are based; (e) if the action is based on violation of any provision of the Education Code or of rules, regulations, or procedures of the Board of Education or the Personnel Commission, the identification and text of such law, rule, or regulation; and (f) a statement advising the employee of his right to answer the statement and the time within which that must be done if the answer is to constitute an appeal.

904 APPEALS OF DISCIPLINARY ACTION

A. APPEAL AND ANSWER

When disciplinary action has been taken against a permanent employee, the employee may file an answer to the statement with the Commission within 14 days after receipt of the statement of charges. The answer shall be deemed to be an appeal from the action taken. The Commission promptly shall forward a copy of the answer to the Personnel Division. The answer may be submitted on a form which shall be enclosed for that purpose with the statement of charges. The signing and filing of such form shall constitute a request for or waiver of hearing, as designated, and a denial of all charges or such charges as the appellant may specify.

B. GROUNDS FOR APPEAL

An appeal can be made only on the basis of any or all of the following grounds:

1. That the procedures for taking disciplinary actions as set forth in Rule 903 have not been followed.

2. That the disciplinary action was taken because of the employee's affiliations, political or religious acts or opinions, race, color, national origin, marital status, age, sex, or physical handicaps.

3. That there has been an abuse of discretion.

4. That the action taken was not in accord with the facts.

C. AMENDMENT OF STATEMENT OF CHARGES OR ANSWER

At any time after the appeal is submitted to the Commission or its authorized representative for consideration, the person filing the statement of charges, with the consent of the Board of Education, may serve and file with the Commission and the opposing party, an amended or supplemental statement of charges. The party filing an answer to the statement of charges may, in the same manner, amend or supplement the answer, except that, in such case, the discretion of the hearing officer, or of the Commission when the Commission acts as the hearing body, shall be substituted for consent of the Board. If new causes or allegations are presented, they shall be deemed

denied by the opposing party in the absence of a rebuttal. That part shall be allowed a reasonable opportunity to prepare a rebuttal, and only those causes or allegations which are, in fact, contested by the rebuttal shall be at issue in the hearing.

D. HEARING OFFICER

The Commission may authorize a hearing officer to conduct any investigation or hearing which the Commission itself is authorized to conduct. When a hearing has been assigned to a hearing officer, he is the authorized representative of the Commission and he is empowered to grant or refuse extentions of time, to set proceedings for hearing, to conduct a hearing, to issue subpoenas, and to perform any and all other acts in connection with such proceedings that may be authorized or implied by law or these rules.

E. NOTICE OF HEARING

A notice of the time and place of hearing shall be given or mailed to each of the parties not less than 10 days prior to the date of the hearing. The 10-day notice of hearing may be waived by agreement of the parties.

F. SUBPOENAS AND SUBPOENAS DUCES TECUM

Request for subpoenas should be made to the Personnel Director at least five days prior to the date of hearing. Service of the subpoenas shall be the responsibility of the parties requesting them. The administration shall require the attendance of employees who are requested as witnesses by either party. If employees fail to comply, the Commission or hearing officer shall issue a subpoena.

G. INVESTIGATION AND HEARING

The Commission shall investigate the matter under appeal and may require additional evidence from either party. Unless the appellant waives his right to a hearing, the Commission shall conduct a hearing in accordance with the provisions of Section 13750 of the Education Code. In the event the appellant has waived his right to a hearing, the Commission may refer the matter to its staff for further investigation of the facts upon which the appeal was based. Unless the appellant requests a closed hearing, all hearings shall be public. Any hearing conducted by the Commission shall be commenced within a reasonable time following the filing of the appeal. Any investigation or hearing shall be confined to the allegations and relevant defenses contained in the statement of charges and answer, except

as provided in Paragraph C above.

H. RULES AND EVIDENCE

The hearing need not be conducted according to the technical rules of evidence and witnesses. No informality in the proceeding shall invalidate any order, decision, rule, or regulation made, approved, or confirmed by the Commission. Oral evidence shall be taken only on oath or affirmation.

Each party may call and examine witnesses, cross-examine any witness on any relevant matter even though that matter was not covered in the direct examination, impeach any witness, regardless of who first called him to testify, and rebut evidence against him. If appellant does not testify in his own behalf he may be called and examined as if under cross examination. Each party may request the Commission or its authorized representative to exclude witnesses from the hearing when such witnesses are not being examined.

Any evidence shall be admitted if it is the kind of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs. Hearsay evidence may be admitted but shall not be sufficient in itself to support a finding unless it would be admissible over objection in a civil action.

I. FAILURE TO APPEAR AT HEARING

Failure of the appellant to appear at the hearing shall be deemed a withdrawal of his answer, and the disciplinary action taken shall be upheld. Nothing herein shall prohibit the Commission upon a showing of good cause from granting a request by the appellant to reinstate the appeal and conduct a hearing.

J. PROPOSED DECISION

In all cases referred or assigned to a hearing officer, he shall prepare a proposed decision in a form to be adopted by the Commission as its decision in the case. The hearing officer may be present during the consideration of the case by the Commission and, at its request, may advise the Commission. The Commission may accept, reject, or amend any of the findings or recommendations in the proposed decision. Any rejections or amendment shall be based either on a review of the transcript of the hearing or investigation, or upon the results of such supplemental hearing or investigation as the Commission may order. If a further investigation or hearing is ordered, the Commission may decide the case

itself or may refer the case to the same or another hearing officer for the purpose of taking additional evidence. If the case is re-referred to a hearing officer, he shall file another proposed decision.

K. DECISION

The Commission shall render a decision within a reasonable time after the hearing or investigation. The decision shall be filed by the Commission as a public record and given or mailed simultaneously to each party within 10 days of the filing thereof. The decision shall be in writing and shall contain findings of fact and order of the Commission affirming the disciplinary action or sustaining the appeal. If the appeal is sustained, the Commission shall order the reinstatement of the appellant and may order all or part of his full compensation paid from the date of suspension, demotion, or dismissal. In addition, the Commission may direct such other actions as it may find necessary to effect a just settlement of the appeal in accordance with the provisions of Section 13745 of the Education Code. The decision of the Commission shall be binding upon the governing board.

L. EFFECTIVE DATE OF DECISION

The decision of the Commission shall be effective at the time specified by the Commission.

M. DEMOTION OF PERMANENT EMPLOYEE DURING PROBATION

A permanent employee who has been demoted during a probationary period in a class to which he was promoted may request an investigation by the Commission within 14 days after receipt of a copy of the written charges. The request shall be based only on one or more of the grounds for appeal of disciplinary actions. The Commission shall conduct an investigation confined to the allegations set forth in the charges and the request for investigation, but shall not be required to follow the procedures for hearings on appeals. If the Commission finds indications of arbitrary or discriminatory action it may order a formal hearing. The Commission shall notify the administration and the appellant of its findings in writing.

Establishment of new rule.
Appeals of Disciplinary Action 904

Procedure for Issuing Notice of Unsatisfactory Service (Form 5302)

1. Time for Issuance. A Notice of Unsatisfactory Service may be issued at any time.
2. Reasons for Issuance of Notice
   a. To have written confirmation of unsatisfactory service of employee.
   b. To have written confirmation that employee has been told of unsatisfactory service.
   c. To prepare for further disciplinary action, such as suspension, demotion, or dismissal. (See Section 5 below)
3. Instructions for Preparing Notice
   a. Prepare notice in three copies on Form 5302.
   b. Indicate CAUSE OR CAUSES for notice. Use only causes listed below. If possible future dismissal or demotion is contemplated, the "U" notice should note all the causes and charges based on recent instances of unsatisfactory service and should refer to previous "U" notices which contained causes which are still pertinent.
   c. Indicate a CHARGE for each CAUSE. A CHARGE is the evidence and consists of an enumeration of the dates, times, places and events which occurred which substantiate the CAUSE. A charge must indicate in what way the school system has been harmed.
   d. Prevent the notice to the employee and have him sign it. If he refuses to sign, have a witness sign that it was presented to the employee. If he is not available, indicate this on original.
   e. Forward original copy to Zone Superintendent, Division Head, or independent Branch Head; retain second copy; give third copy to employee or, if not deliverable (see d above), forward with original. (See Section 5 below)
   f. Zone Superintendent or Division or Branch Head should forward original and employee's copy (if any) to Classified Personnel Office holding the employee's records. Personnel Office will forward employee's copy to employee by certified mail.

CAUSES for Issuing Notice. (Causes which may also be used for suspension are indicated by S, for demotion by D, and for dismissal by X. Division responsible for issuance of "U" notice indicated by O-operating or P-Personnel.)

a. Job Performance
   1. Incompetency (inability to do the job) (DX) (O)
   2. Inefficiency (has ability but does not do the job properly) (DX) (O)
   3. Inattention to or dereliction of duty (SDX) (O)
   4. Insubordination (refusal to perform a task which has been ordered in line of duty) (SDX)
   5. Discourteous treatment of public (SDX) (O)
   6. Discourteous treatment of fellow employees (SDX) (O)
   7. Willful failure of good conduct tending to injure the public service (SDX) (O or P)

b. Rules and Regulations

8. Willful and persistent (twice or more) violation of provisions of Education Code, Board Rules, Personnel Commission Rules (SDX) (0 or P)

c. Personal Habits

9. Dishonesty (SX) (0 or P)
10. Habitual drunkenness (SX) (0 or P)
11. Immoral conduct (SX) (0 or P
12. Addiction to use of natcotics (SX) (0 or P)

d. Absence

13. Frequent unexcused absence or tardiness (SX) (0)
14. Illness leaves when habitually taken for trivial indispositions (SX) (0)

e. Relationship with Government

15. Engaging in political activities during assigned hours of employment (SX) (0 or P)

5. Instructions for Disciplinary Action. If disciplinary action is desired, such as suspension, demotion, or dismissal, such recommendation should be made in writing and forwarded to the Zone Superintendent or Division Head with the copy of this Notice of Unsatisfactory Service. (See Personnel Guide L 11, DISCIPLINARY ACTION--CAUSES.)

Changes: Routes of completed reports in 3e and 3f.
Replaces: PG: L 10 (8-27-69)

NOTICE OF UNSATISFACTORY SERVICE (Classified Employees)

(See instructions on reverse side)

Name of Employee _____ Employee No. _____

School or Section _____ Position Title _____

The services of the employee named herein are being reported as unsatisfactory for the period beginning _____ and ending _____ for the CAUSES and CHARGES indicated below. The employee shall be supplied with a copy of this notice.

1. CAUSE:

   CHARGE:

   If more space needed, attach additional sheet(s) of paper.

☐ Employee not available for signature _____

Signature of Principal, Branch or Section Head

Date _____ _____

Signature of Zone Superintendent or Division Head

ACKNOWLEDGEMENT OF NOTIFICATION OF UNSATISFACTORY SERVICE

The employee to whom this notice is given shall be requested to sign it. In case the employee refuses to sign, it shall be presented in the presence of a witness and countersigned by that witness. If the employee is not available for signature, this shoud be indicated above and the employee's copy should be forwarded with the original. The Classified Personnel Office will forward the employee's copy.

I have received a copy of this report. I understand that any written statement I forward to the Personnel Office regarding this performance report will be attached to the original report.

Employee's remarks: _____

_____

Date _____ _____

Signature of Employee

I certify that this notice was presented to the employee indicated and that he refused to sign it.

Date _____ _____

SIGNATURE OF Witness

APPENDIX D

PUPILS RIGHTS TO PRIVACY

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Deputy Superintendent

Pupils Rights to Privacy * BULLETIN NO. 4
March 31, 1975

SUBJECT: PRIVACY, PROTECTION, ACCESS, AND CHALLENGE TO PUPIL RECORDS

Legislation

A. Revised Education Code 10751 (effective January 1, 1975) specifically identifies the individuals, officials, and agency representatives to whom access to pupil written records is permitted other than under judicial process. This authorization has been importantly modified by the federal legislation known as the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380).

B. Public Law 93-380 as amended by Public Law 93-568 requires the establishment of procedures for the granting of a request by a parent or parents for access to the education records of their children within 45 calendar days of such request. Education records are defined as those records, files, documents and other materials which contain information directly related to a student and which are maintained by an educational agency or institution or by a person acting for such agency or institution. Information regarding education records, other than directory information, is restricted to those individuals, officials, agency and organization representatives, specified in Section T below. Release of a pupil's education records (or personally identifiable information), other than directory information, to any other individual, agency, or organization requires the written consent (specifying records to be released, reasons for release, to whom, and request for copy if desired) of the parent or of the student if he is 18 years of age or older. When pupil records are subpoenaed, notification to the parent or 18-year-old pupil in advance of compliance is required. (Note: See Section I, et seq below, for procedures established to correct or delete student records in accordance with Education Code 10760 and 10761.)

Personal records maintained by school personnel to assist or facilitate the discharge of assigned responsibilities and which are not part of the official records of the school or accessible to any person other than the maker of the record or his substitute are specifically excluded as education records. The law defines these records as records "which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute". An employee's personal records pertaining to corporal punishment are not education records.

Administrative Regulations

C. Parents will be informed annually by an attachment to the Emergency Information Form 34-EH-12, to be prepared centrally, regarding their rights to access, review, release, and challenge of their children's education records as provided in the Family Educational Rights and Privacy Act of 1974 (identified above as P.L. 93-380 amended by P.L. 93-568).

This Act permits the release of certain "directory information" after the District has publicly identified the categories of such information and provided the parent with a reasonable opportunity to advise the school that directory information is not to be released without the parent's prior consent. "Directory information relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, . . . awards received, and the most recent previous educational agency or institution attended by the student."

Directory Information File

D. Parents or students 18 years of age or older should be provided with a form which offers the option to release or withhold directory information. For administrative convenience, it is recommended that a directory information file be established and maintained in each school. Such file would contain the information aforementioned in Section C for each enrollee. Only the completed form which withholds parental consent for the release of directory information should be placed in and remain in the pupil's comulative record folder. Directory information available for release should be separately maintained. It is the responsibility of the school administrator to keep the directory information file current.

E. Please use the form, attached as Appendix A, which offers the option to release or withhold directory information.

Access-Records

F. It is essential that there also be maintained in each pupil's cumulative record folder a posting of those, other than school officials and the authorized representatives identified in Section T of this bulletin, who either request or obtain access to a student's education records. Such record would contain the following information:

Date	Individual Requesting Access	Organization Represented	Purpose of Record Review	Grant or Denial of Request

The record of access would be available only to parents (or 18-year-old student), central, area, and local school officials responsible for custody of such records, and federal representatives authorized to audit the record system's operation. Any third party to whom personal pupil information is transferred shall not transmit such information to another party without the written consent of the pupil's parent. A statement to this effect must be signed by the third party. Once a pupil attains the age of 18, parents may be denied access to his records without written authorization of the student.

G. A parent of a minor pupil (or an 18-year-old student) may personally

inspect and review all education records maintained by the school concerning the pupil. A District employee should be present to assist and act as custodian of the file.

In order (1) to insure that such records are not inaccurate, misleading, or in violation of the privacy or other rights of students, and in order (2) to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained in such education records, parents of minor students (or students 18 years or older) who are or have been in attendance at any school within the LAUSD must, if the request is made, be provided with an opportunity for a hearing by the school administrator to challenge the content of such education records.

It should be pointed out that grades determined by the teacher of the course are final and may not be changed in the absence of mistake, fraud, bad faith, or incompetency (Education Code 10753).

Challenge to Contents

H. Procedures following a challenge to information contained in education records should begin at the local level. Initial steps would include:

1. The parent or guardian (or adult pupil) may request the administrator of the school to correct or remove from the records information which is being challenged.

2. Efforts should be made at the local school level to resolve the dispute through informal meetings and discussions with the parent (or adult pupil) and the certificated employee who recorded the information in question. The principal may call upon appropriate Area and District personnel for assistance.

3. If the local school administrator sustains the parent's (or adult pupil's) allegations concerning the information challenged within the record, such information shall be corrected or removed in accordance with law and the parent shall be so advised in writing.

If the local school administrator does not agree to a request to correct or remove information, then the procedure below should be followed.

Procedure for Removal of Information is established by Education Code 10760 as follows:

I. The parent or guardian of a pupil may file a written request with the area superintendent to correct or remove any information recorded in the written records concerning his child or ward which the parent alleges to be:

1. inaccurate.

2. an unsubstantiated personal conclusion or inference.

3. a conclusion or inference outside the observer's area of competence.

4. not based on the personal observation of a named person with the time and place of the observation noted.

J. Within 30 calendar days of receipt of such request, the area superintendent shall meet with the parent or guardian and the certificated employee who recorded the information in question, if any, and if such employee is presently employed by the school district. The area superintendent shall provide opportunity for the full and fair presentation of testimony relevant to the items challenged. A record of the hearing shall be made. The hearing records shall contain all written materials received and a written statement of the conclusions reached together with the reasons for the conclusions. Following the hearing, the area superintendent shall then, within 10 working days, sustain or deny the allegations.

If the area superintendent sustains the allegations, he shall order the correction or removal of the information and shall notify the parent, principal, and certificated employee involved accordingly.

If the area superintendent denies the allegations and refuses to order the correction or removal of the information, the parent or guardian shall be so notified. Within 30 calendar days of the refusal, the parent may appeal the decision in writing to the governing board of the school district.

K. Within 30 calendar days of receipt of such an appeal, the governing board or an appropriate committee thereof shall, in closed session with the parent or guardian and the certificated employee who recorded the information in question, if such employee is presently employed by the school district, determine whether or not to sustain or deny the allegations. Such decision shall be preceded by a review of the evidence presented at the local school and area superintendent hearings and any new or additional relevant information discovered after the appeal to the area superintendent. A record as defined in Section J above, of the proceedings shall be made.

If the governing board sustains the allegations, it shall through administrative channels order the immediate correction or removal of the information from the education records of the pupil.

The decision of the governing board shall be final. All parties involved shall be notified in writing of the governing board's decision.

Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the governing board, unless the parent or guardian initiates legal proceedings relative to the disputed information within the prescribed period.

L. If the final decision of the governing board is unfavorable to the parent or guardian, or if the parent or guardian accepts an unfavorable decision by the area superintendent, the parent or guardian shall then have the

right to submit a written statement of his objections to the information. This statement shall become a part of the pupil's school record until such time as the information objected to is removed.

Alternate Procedure for removal of information is established by Education Code 10761 as follows:

M. In lieu of the hearing of the area superintendent with a pupil's parents or an adult pupil, an area superintendent or governing board may convene a hearing panel composed of the following persons:

1. the principal of a school other than the school at which the record is filed.

2. a certificated employee appointed by the chairman of the certificated employee council of the district.

3. a parent appointed by the area superintendent or by the governing board of the district, depending upon who convenes the panel.

Guidelines for Alternate Procedure

N. The persons appointed to the hearing panel shall, if possible, not be acquainted with the pupil, his parent or guardian, or the certificated employee who recorded the information.

O. The principal appointed to the hearing panel shall serve as its chairman.

P. The hearing panel shall, in closed session, hear and make a record of the objections of the information by the parent or guardian and the testimony of the certificated employee who recorded the information in question, if any, and if such employee is presently employed by the school district.

Q. The hearing panel shall be provided with verbatim copies of the information which is the subject of the controversy.

R. A written finding shall be made setting forth the facts and decisions of the panel, and such findings shall be forwarded to the area superintendent or the governing board, depending upon who convened the panel.

S. The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.

Note

Written consent of the pupil's parent or the adult pupil prior to convening of a panel is necessary for discussion of contents of the pupil's record by the parent member of the panel.

T. Other than directory information, no student education records may be

released without the written consent of a parent or adult pupil except to the following: (Section 438(b) (1) (c), P.L. 93-568)

1. Other school officials.

2. Teachers within the school or district having legitimate educational interest.

3. Officials of other schools or districts in which the student seeks or intends to enroll. (Notification to parent required, copy of record to parent if desired, hearing opportunity provided for parent to challenge content of record).

4. Authorized representatives of the Comptroller General of the United States.

5. Secretary of Health, Education and Welfare.

6. Head of an education agency (i.e., "any public or private agency or institution which is the recipient of funds under any applicable program").

7. State educational authorities in connection with the audit and evaluation of Federally supported education programs, or in connection with the enforcement of Federal legal requirements which relate to such programs. (Note: Data collected must not permit personal identification of students and their parents unless specifically authorized by Federal Law).

8. Authorized agency representatives in connection with a student's application for, or receipt of, financial aid.

9. State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974. The statute must specifically require that the information be released.

10. Organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests, administer student aid programs, and to improve instuction. (Note: Such studies must not permit personal identification of students and their parents by persons other than those conducting studies. Information must be destroyed when no longer needed for the purpose for which it is obtained).

11. Accrediting organizations in order to carry out their accrediting functions.

12. Parents of a dependent student of such parents, as defined in Section 152 of the Internal Revenue Code (which establishes the rules for

dependency).

13. Appropriate persons in an emergency if knowledge of such information is necessary to protect the health or safety of the student or other persons--subject to regulations of the Secretary of H.E.W. School officials must take into account the seriousness of the threat to health or safety, the extent of the need for the records in order to meet the emergency, whether the persons to whom the records are released are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency.

*This bulletin supersedes all previous bulletins on this subject. (Refer to Div. of Educational Support Services Bulletin No. 54, 11/15/74 and Educational Support Services Bulletin No. 54, Addendum No. 1, 12/27/74). PLEASE DISCARD THESE 2 BULLETINS. However, you may wish to retain some of the forms forwarded with the above mentioned bulletins.

For assistance, please call Ron Apperson, Legal Adviser, at 687-4364.

APPROVED: JAMES B. TAYLOR, Deputy Superintendent

DISTRIBUTION: All Schools and Offices

Office of the Deputy Superintendent

BULLETIN NO. 4
March 31, 1975

APPENDIX A

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

_____
Date of Issuance

TO: Parents

FROM: _____, Principal

_____ School

SUBJECT: DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act of 1974 permits a school district to release any and all of the directory information concerning your youngster unless you direct otherwise in writing.

Directory information related to a student includes the following:

1. Name
2. Address
3. Telephone
4. Date of Birth
5. Place of Birth
6. Major Field of Study
7. Recognized Activities and Sports
8. Height & Weight (Team Exponents)
9. Attendance Dates
10. Awards Received
11. Previous School Attended

If you choose not to permit the release of any or all of the directory information concerning your youngster, please so indicate by signing below. If you desire that some but not all of the directory information be released, then please circle the directory information item(s) you do not wish released. Please be certain to sign and retun this form to your school within 10 calendar days from date of issuance if you do not want directory information released.

It should be understood that your signature on this form replaces any earlier writing by you concerning the release or withholding of directory information regarding your youngster.

_____
Date

_____
Signature of Parent

_____
Signature of Student 18 Years or Over

_____
Name of Youngster

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Deputy Superintendent
Bulletin No. 4, Addendum No. 1, May 14, 1975

PLEASE INSERT THIS MATERIAL IN YOUR BULLETIN BOOK IMMEDIATELY FOLLOWING OFFICE OF THE DEPUTY SUPERINTENDENT BULLETIN NO. 4, March 31, 1975

SUBJECT: PRIVACY, PROTECTION, ACCESS, AND CHALLENGE TO PUPIL RECORDS

As a result of a County Counsel Opinion, dated April 24, 1975, your attention is called to an interpretation of Item T.9., on page 6 of Office of Deputy Superintendent Bulletin No. 4, 3-31-75, which has construed Education Code Section 10751 to require that the state and local officials identified in subdivisions (d), (e), (f), and (g) be given access to pupil education records.

It is therefore advised that, without parent or adult pupil consent, information contained in education records may now be released to:

"(d) A state or local law enforcement officer, including a probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of his duties.

"(e) The State Superintendent of Public Instruction, or a member of his staff, or the county superintendent of schools of the county where the pupil attends, has attended, or intends to enroll, or a member of his staff.

"(f) An officer or employee of a county agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency.

"(g) An officer or employee of an adoption agency licensed by the Department of Social Welfare, as to a minor placed with or under the supervision of that agency, or another minor from the same family as such minor, or as to children in families for which an investigation by the agency is required under Section 226.6 of the Civil Code."

The foregoing provisions of E.C. Sec. 10751 were adopted prior to November 19, 1974, and are regarded as outside those prohibitions requiring parent or adult pupil consent by the Family Educational Rights and Privacy Act of 1974.

For assistance, please call Ron Apperson, Legal Adviser, at 687-4364.

APPROVED: JAMES B. TAYLOR, Deputy Superintendent

DISTRIBUTION: All Schools and Offices

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1. Either parent or a guardian of such pupil.

2. A person designated, in writing, by such pupil if the pupil is an adult, or by either parent or a guardian of such pupil if the pupil is a minor.

3. An officer or employee of a public, private, or parochial school where the pupil attends, has attended, or intends to enroll.

4. A state or local law enforcement officer, including a probation officer, parole officer or administrator, or a member of a parole board seeking information in the course of his duties.

5. The State Superintendent of Public Instruction, or a member of his staff, or the County Superintendent of schools of the county where the pupil attends, has attended, or intends to enroll, or a member of his staff.

6. Proprietors of campus housing. (Limited to name, telephone, and address of junior college, college and university students).

7. Persons seeking information concerning participation in athletics and school activities, and the winning of awards, scholarships and like information.

8. Information to college, university, or educational research and development organization or laboratory if no pupil will be identified by name in the data provided. (All requests must be cleared through Committee on Research Studies - Measurements and Evaluation Section).

9. Employer or potential employer. (Limited to name, age, scholastic record, and employment recommendations prepared by school staff.)

10. Rosters or lists of seniors to private business or professional schools and colleges. (All requests to be cleared through Permits Section).

All other requests must be either by:

1. Judicial process

2. Written consent by parent or guardian.

The revisions of the law do not affect normal transfer of cumulative record card data among schools.

PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS

Sec. 513. (a) Part C of the General Education Provisions Act is further amended by adding at the end thereof the following new section:

"PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS"

"Sec. 438, (1) No funds shall be made available under any applicable program to any State or local educational agency, and institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy of denying, or which effectively prevents, the parents of students attending any school of such agency, or attending such institution of higher education, community college, school, preschool, or other educational institution, the right to inspect and review any and all official records, files, and data directly related to their children, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. Where such records or data include information on more than one student, the parents of any student shall be entitled to receive, or be informed of, that part of such record or data as pertains to their child. Each recipient shall establish appropriate procedures for the granting of a request by parents for access to their child's school records within a reasonable period of time, but in no case more than forty-five days after the request has been made.

"(2) Parents shall have an opportunity for a hearing to challenge the content of their child's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

"(b)(1) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, and any school, agency offering a preschool program, or any other educational institution which as a policy of permitting the release of personally identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, or organization, other than to the following-

"(A) other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interest;

"(B) officials of other schools systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

"(C) authorized representatives of (i) the Comptroller General of the United States, (ii) the Secretary, (iii) an admisistrative head of an education agency (as defined in section 409 of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection; and

"(D) in connection with a student's application for, or receipt of, financial aid.

"(2) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy or practice of furnishing, in any form, any personally identifiable information contained in personal school records, to any persons other than those listed in subsection (b) (1) unless

"(A) there is written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student if desired by the parents, or

"(B) such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

"(3) Nothing contained in this section shall preclude authorized representatives of (A) the Comptroller General of the United States, (B) the Secretary, (C) an administrative head of an education agency or (D) State educational authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of Federally-supported education program, or in connection with the enforcement of the Federal legal requirements which relate to such programs: Provided. That. except when collection of personally identifiable data is specifically authorized by Federal law, any data collected by such officials with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of such students or their parents after the data so obtained has been collected.

"(4)(A) With respect to subsections (c) (1) and (c) (2) and (c) (3), all persons, agencies, or organizations desiring access to the records of a student shall be required to sign a written form which shall be kept permanently with the file of the student, but only for inspection by the parents or student, indicating specifically the legitimate educational or other interest that each person, agency, or organization has in seeking this information. Such form shall be available to parents and to the school official responsible for record maintenance as a means of auditing the operation of the system.

"(B) With respect to this subsection, personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student.

"(c) The Secretary shall adopt appropriate regulations to protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary or an administrative head of an education agency. Regulations established under this subsection shall include provisions controlling the use, dissemination, and protection of such data. No survey or data-gathering activities shall be conducted by the Secretary, or an administrative head of an education agency under an applicable program, unless such activities are authorized by law.

"(d) For the purposes of this section, whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

"(e) No funds shall be made available under any applicable program unless the recipient of such funds informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of postsecondary education, of the rights accorded them by this section.

"(f) The Secretary, or an administrative head of an education agency, shall take appropriate actions to enforce provisions of this section and to deal with violations of this section, according to the provisions of this Act, except that action to terminate assistance may be taken only if the Secretary finds there has been a failure to comply with the provisions of this section, and he has determined that compliance cannot be secured by voluntary means.

"(g) The Secretary shall establish or designate an office and review board within the Department of Health, Education, and Welfare for the purpose of investigating, processing, reviewing, and adjudicating violations of the provisions of this section and complaints which may be filed concerning alleged violations of this section, according to the procedures contained in sections 434 and 437 of this Act.".

(b) (1) (i) The provisions of this section shall become effective ninety days after the date of enactment of section 438 of the General Education Provisions Act.

(2) (i) This section may be cited as the "Family Educational Rights and Privacy Act of 1974".

RESTRICTIONS ON PROCURING PUPIL INFORMATION

Recent legislation (S.B. 669) has added Section 10901 to the Education Code. Until further interpretations are received through legal or legislative means, the following are to be used as guidelines:

Section 10901 is concerned with the administration of a test questionnaire, survey, or examination containing questions (oral or written) about the pupil's personal beliefs or practices in sex, family life, morality and religion, or any questions about his parents' or guardians' beliefs and practices in sex, family life, morality and religion.

No such test, questionnaire, survey, or examination should be administered to any pupil in the Kindergarten through Grade 12 unless the following conditions are met:

1. The parent has been notified in writing that such a test, questionnaire, survey, or examination is to be given, and

2. The parent or guardian gives written consent for the pupil to take such a test, questionnaire, survey, or examination.

RELEASE OF PUPIL INFORMATION (Section 10751, Education Code)

Until further legal interpretations of Section 10751 can be obtained and present sections of the Administrative Guide can be amended, the following guidelines rather than former rules and regulations on this subject are in effect; and eligibility to receive pupil information is restricted specially as follows:

A teacher, principal, employee, or governing board member may not relate any personal information concerning a particular pupil to any one except the following authorized persons:

APPENDIX E

CONCURRENT ENROLLMENT OPPORTUNITIES

Guidelines for Developing
Programs for High School
Students in Community Colleges

Chancellor's Office
California Community Colleges
December 1972

CONCURRENT ENROLLMENT
OF HIGH SCHOOL STUDENTS IN COMMUNITY COLLEGES

PURPOSE

The purpose of concurrent enrollment is to provide educational opportunities at the Community College level for high school students who can benefit from these experiences. These opportunities are provided for students from high schools within a Community College district. In order to participate, students must be currently enrolled in either grades eleven or twelve and be recommended by their high school principal. Courses taken should enable the student to make progress toward individual educational or occupational goals.

LEGAL BASIS

The Education Code makes provisions for high school students to enroll in Community College courses. Pertinent sections of the Code are:

Section 6401, which provides that the governing board of a high school district may determine which eleventh and twelfth grade students can profit from advanced scholastic or vocational work and authorize their attendance in one or more classes at a Community College.

Section 6403 provides that, for the purpose of allowances and apportionments from the state school fund, the Community College of attendance will be credited with additional units of average daily attendance attributable to high school student's attendance and that the high school shall continue to receive credit for student attendance based upon the student's attending a minimum day.

Section 25503.5 provides that presidents of Community Colleges may admit, as a special part-time students, any eleventh or twelfth grade student recommended by the high school principal. High school principals may recommend students pursuant to board regulations not to exceed 15 percent of the total eleventh and twelfth grade students enrolled. Special part-time students attending under these provisions shall receive credit for courses completed in the same manner as a regular college student, unless by agreement between the two districts, the student receives high school credit for courses completed.

Each special part-time student enrolled in classes provided by the above sections must attend high school classes for at least the minimum school day.

Section 25503.6 allows students who have completed the eleventh grade to attend summer session at a college.

For clarification, the above Education Code sections and additional sections pertinent to the topic have been included in the Appendix.

ESTABLISHING RESPONSIBILITY

Administrative support to the philosophy of concurrent enrollment opportunities should be the joint commitment of both high schools and Community Colleges. High school principals and Community College presidents are the persons responsible for the administrative procedures. Each should appoint specific staff persons to be responsible for carrying out these responsibilities. These persons should be staff members with a broad understanding of the offerings of the institution and a special awareness of occupational education opportunities. Sufficient administrative time should be provided by each district to carry out the duties related to the functions of the program. College and high school personnel should work together as a team.

To be effective, certain operational responsibilities should be designated to either the high school or the Community College.

High School Responsibilities

High schools should assume the responsibility to:

1. Inform students of concurrent enrollment opportunities.

2. Provide faculty participation in the recommendation of individual students and the evaluation of the selection procedures.

3. Assure that each student participating has been recommended by the principal of the high school. Prior to making the recommendation, however, consideration should be given to the following. The student should:

   a) have parental permission to attend the Community College;

   b) agree to concurrent enrollment in a minimum day program at the high school;

   c) outline projected educational or occupational objectives;

   d) request specific college courses;

   e) request courses that either are not available at the high school or that constitute an extension or expansion of the high school program.

4. Assist in the coordination of the registration and identify special problems that may arise in the registration procedures.

5. Provide for continued enrollment of the student in both the high school and the college.

6. Inform the college if a student terminates high school participation.

Community College Responsibilities

Community Colleges should assume the responsibility to:

1. Publish and distribute guidelines, class schedules, applications, and registration procedures to the participating high schools.

2. Provide an orientation to the college for all students planning to participate.

3. Provide counseling services for all students identified by the high school.

4. Provide the high schools with a list of participating students as early as possible after the census week.

5. Record all grades of participating students on college transcripts.

6. Make every effort to accommodate students.

7. Provide appropriate information needed by the high schools.

8. Conduct, in cooperation with the participating high schools, an evaluation of concurrent enrollment opportunities and make appropriate recommendations concerning future guidelines and course offerings.

IDENTIFYING AND SELECTING STUDENTS

The main purpose of concurrent enrollment opportunities is to help the students progress toward their educational objective. Eligible students should be identified by the high school coordinator in cooperation with high school counselors and faculty. After the principal makes the recommendation, the student's completed application for concurrent enrollment opportunities should be forwarded to the college by the coordinator.

PRIORITY USE OF SPACE AND FACILITIES

The college's first priority for registration and class enrollment normally is given to the regular students. The coordinator, in cooperation with the faculty, should determine what space is available and what courses can be made available to high school students. When there are limitations of space, instructional staff, student prerequisites, or when the course(s) requested are not deemed appropriate for concurrent enrollment opportunities, the college may limit enrollment of high school students.

OUT-OF-DISTRICT STUDENTS

Out-of-district high school students may be allowed to participate in concurrent enrollment opportunities. Students participating from out-of-district high schools are required to conform with established local policies for admission of out-of-district high school students.

COLLEGE INFORMATION SERVICES

Although Community Colleges have the responsibility for initiating and maintaing publicity concerning concurrent enrollment opportunities to the community and to the high school, this should be a team effort with high school coordinators and counselors. A concentrated effort to recruit students to take advantage of the opportunities should be maintained yearly.

Colleges, after identifying the courses which might be open to high school studnets, should publish and distribute availability lists to each high school. These lists should be sent to high schools in sufficient time to allow student counseling. Community College catalogs should contain information concerning eligibility and how to apply.

LEVEL OF INSTRUCTION

No programs or courses should be designed to serve only the high school students participating in concurrent enrollment opportunities. The mixing of both high school and regular college students has been demonstrated to be desirable.

COURSE LOAD

The Education Code requires that students must attend high school for the legal minimum day (see Sections 6402, 6403, in the Appendix). Coordinators and counselors should determine with the student an individual maximum course load. Criteria for this determination should include the following:

a) student's capacity for study;

b) type and number of high school courses the student is taking;

c) type of college courses requested;

d) outside commitments the student may have.

COURSE SCHEDULING

Since students must attend the high school a minimum day, courses should be scheduled, whenever possible, so that students are on the college campus only once per day, either in the morning, afternoon, or evening. Every effort should be put forth to offer courses in a morning or afternoon sequence: 8 a.m. to 10 a.m. or after 2 p.m. Persons responsible for concurrent enrollment opportunities at the Community College should work closely with college faculty and high school coordinators to make necessary adjustments to topics of special concern such as classes for the extended day student and flexible scheduling at the high school. High school students who have other afternoon activities may be interested in the extended day offerings at the college.

Most high schools schedule students for a yearly program, whereas college schedules are on a quarter or semester basis. This time difference often makes it difficult for students to maintain continuous daily attendance in both. Prior to the beginning of the year, the appropriate persons responsible should plan for the coordination of schedules and for student orientation to the procedures.

Courses in which the Community College anticipates a participation of concurrent enrollment opportunity students should, when possible, be scheduled on a yearly basis.

REGISTRATION PROCEDURES

To avoid problems, coordinators and counselors at both levels of education should develop guidelines for registration. As much of the registration procedure as possible should take place on the high school campus. Although registration may be scheduled for high school students to take place on either the high school campus or the college campus, consideration should be given to selecting a day different from the time allotted for regular students. Every effort should be made by the colleges to provide sufficient information and orientation to allow high school students to become thoroughly familiar with the registration procedures.

High school students should be directed to make a strong commitment to registration and schedules for counseling in order to avoid having large

numbers of students who fail to follow-through leaving vacancies that could have been filled by others. Students failing to comply with registration dates or counseling appointments should expect to forfeit their opportunity to attend classes.

PARTICIPATION IN COLLEGE ACTIVITIES AND FEES

High school students participating in concurrent enrollment opportunities assume regular college student status except that, in most cases, they should not become members of the student body of the college. They should not, therefore, be expected or be required to purchase college student activity cards or be urged to participate in college co-curricular activities. The final decision regarding high school student participation in college student body activities, however, remains with the individual colleges. Policies and guidelines concerning this should appear in the college catalog and/or concurrent enrollment opportunities descriptive material.

In assuming regular college student status, students enrolled in concurrent enrollment opportunities will be expected to provide their own instructional supplies, texts, uniforms, laboratory fees, insurance, and transportation.

ATTENDANCE

Students are expected to conform to both the college and high school calendars for attendance days. Coordinators should be aware that there may be unusual circumstances that cause a conflict for students. Consideration should be given to the development of procedures resolving these differences prior to their occurrence.

RECORDS AND REPORTING

Students selected for concurrent enrollment opportunities will be enrolled for credit in regular college courses; thus, college credit will be given for all courses completed. Official college records must be kept. In the event students wish high school credit in lieu of college credit to meet high school graduation requirements, a request must be initiated in the last semester prior to graduation. Double credit shall not be granted nor can the student enroll in the same class upon subsequent admission to the college. When credit is transferred back to the high school, it must be indicated on the student's official college record.

Students may be admitted to colleges at a later date and gain advanced standing in the subject matter field in which prior credit was granted. Students are expected to conform to the regular college policies concerning the repeating of a course.

DISCIPLINE

Discipline in high schools and Community Colleges differ. During orientation activities, high school students beginning their participation in concurrent enrollment opportunities should be made aware of the differences in discipline.

WORK EXPERIENCE

Community Colleges and the high schools have different regulations for work experience education programs. Community Colleges do not offer exploratory work experience education programs. Qualifying high school students should be allowed to enroll in Community College work experience education programs only if the high school of attendance does not offer a work experience program related to the student's educational/occupational objectives.

APPENDIX

AMENDED SECTIONS OF THE EDUCATION CODE FOR THE ADVANCED EDUCATION OF TWELFTH GRADE STUDENTS AND RELATED PROVISIONS

(Article 13. Advanced Education of Twelfth Grade Students)

Attendance at Community College of Eleventh and Twelfth Grade Students

6401. The governing board of any district maintaining a high school may determine which of the students in the 11th and 12th grade of the high school would benefit from advanced scholastic or vocational work. The governing board may authorize such students to attend a community college as special part-time students and to under take one or more courses of instruction offered at the community college level. The number of students so authorized shall not exceed 15 percent of the number of students in the 11th and 12th grade at the high school at any one time.
(Amended by Stats. 1970, Ch. 102.)

Attendance at High School for Minimum School Day

6402. Any student authorized to attend a community college as a special part-time student pursuant to Section 6401 shall, nevertheless, be required to attend the high school for the minimum schoolday and to undertake courses of instruction of a scope and duration sufficient to satisfy the requirements of law.
(Amended by Stats. 1970, Ch. 102.)

Crediting of Attendance; Apportionments from State School Fund

6403. For purposes of allowances and apportionments from the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of high school students at the community college as special part-time students pursuant to this article.

A district maintaining a high school whose 11th and 12th grade students attend a community college pursuant to this article shall, for purposes of allowances and apportionments from the State School Fund, continue to receive credit for attendance by such students computed in the manner prescribed by law, and a student's attendance at the high school for the minimum schoolday shall be deemed a day of attendance for purposes of making the computation.

(Amended by Stats. 1970, Ch. 102.)

Admission of 11th and 12th Grade High School Students

25503.5. The principal of any two-year community college may admit to the community college as a special part-time student any 11th or 12th grade high school student whose admission is recommended by his high school principal. A principal of a high school may recommend a high school student as a special part-time student pursuant to rules and regulations which may be adopted by the governing board of the district maintaining the high school. A principal of a high school shall not recommend a number of high school students in excess of 15 percent of the total number of 11th and 12th grade students enrolled in the high school at the time of recommendation.

The attendance of a student at community college as a special part-time student pursuant to this section is authorized attendance and the student shall receive credit for community college courses which he completes in the same manner as if he were a regularly enrolled community college student unless, upon agreement between the two districts, the student receives high school credit for the course completed.

Each special part-time student shall attend high school classes for at least the minimum schoolday.

(Amended by Stats. 1970, Ch. 102.)

Admittance of Pupil Who Has Completed 11th Grade to Summer Session; Crediting Summer Session Attendance

25503.6. The principal of any two-year community college may admit to the summer session of the community college as a special student any high school student who has completed the 11th grade and whose admission to summer session is recommended by the principal of the high school in which the student completed the 11th grade. A principal of a high school may recommend such a student as a special student pursuant to rules and regulations which may be adopted by the governing board of the district maintaining the high school. A principal of a high school shall not recommend a number of students who have completed the 11th grade in excess of 5 percent of the total number of students in the high school who have completed the 11th grade immediately prior to the time of recommendation.

The attendance of a student at community college as a special summer session student pursuant to this section shall be credited to the district maintaining the community college for the purposes of allowances and apportionments from the State School Fund, and the student shall receive credit for community college courses which he completes, in the same manner as if he were a regularly enrolled community college student.

Section 2550.5 and 6401 to 6403. inclusive, do not apply to the special students authorized to be admitted to a community college summer session pursuant to this section.
(Amended by Stats. 1970, Ch. 102.)

Admittance of 11th and 12th Graders to Vocational Educational Classes

25513. The principal of any two-year community college may admit 11th and 12th grade students to vocational education

classes maintained for such pupils who may profit from the instruction and are recommended by the high school principal, provided:

(a) The high school students are enrolled in a high school within the community college district.

(b) A contract is entered into between the governing board of the district maintaining the high school and the district maintaining the community college for the payment of the current expense to the community college district incurred on account of such attendance.

(c) Notwithstanding the revisions of Section 11251 of this code, the hours of attendance of such students is credited to the high school district of enrollment but in no case shall the credited hours of attendance of a student in both attendance centers exceed one day of attendance on any one calendar day.

(d) Scholastic credit for courses completed is at the high school level.

For the purposes of this section, such vocational education classes may be considered to be classes maintained by the high school within the boundaries of the district maintaining the high school.
(Amended by Stats. 1970, Ch. 102.)

Contract to Provide Vocational Education Classes

25514. Notwithstanding any provision in this code to the contrary, the governing board of any school district maintaining a high school and the governing board of a community college district may enter into a contract, subject to the approval of the Superintendent of Public Instruction for the education of community college students in

vocational education classes to be conducted for such students by the district maintaining the high school. The average daily attendance of community college students enrolled in such classes, under the provisions of this section, shall be credited to the community college district and college credit may be granted students who satisfactorily complete the course of instruction in such classes.
(Amended by Stats. 1970, Ch. 102.)

Minimum Schoolday for Vocational Training and Work Experience Programs

11055. The minimum day in special day or Saturday vocational training programs and for students enrolled in a work experience education program approved under the provisions of Article 5.5 (commencing with Section 5985) of Chapter 6 of Division 6 is 180 minutes.
(Amended by Stats. 1971, Ch. 438.)

APPENDIX F

GUIDELINES FOR THE ADMINISTRATION OF INDIVIDUAL TESTS

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Educational Support Services

REFERENCE LIST NO. 8
February 6, 1975

SUBJECT: GUIDELINES FOR THE ADMINISTRATION OF INDIVIDUAL TESTS

I. Introduction
II. Qualifications of Personnel Administering Tests
III. Lists of Approved Individual Tests

I. INTRODUCTION

This reference list includes information regarding the administration of individual tests in the Los Angeles Unified School District. A list of approved individual tests is provided with guidelines concerning the qualifications of personnel administering these tests.

II. QUALIFICATION OF PERSONNEL ADMINISTERING INDIVIDUAL TESTS

The administration of individual tests is restricted to properly trained and credentialed personnel in the Counseling and Psychological Services Branch, Special Education Division and other authorized personnel. Professional ethics further require that qualified personnel administer only those tests in which they have been adequately trained for administration and interpretation.

III. LISTS OF APPROVED INDIVIDUAL TESTS

The following tests have been approved for exclusive use of authorized personnel as described in II above:

A. Individual Intelligence Tests

Ammons Full Range Picture Vocabulary Test
Columbia Mental Maturity Scale - Third Edition, 1972
Goodenough Draw-A-Man Scale
Goodenough-Harris Drawing Test
Interim Hayes-Binet Test for the Blind
Leiter International Performance Scale
Peabody Picture Vocabulary Test
Pictorial Test of Intelligence
Porteus Maze Series
Raven Progressive Matrices
Slosson Intelligence Test
Stanford-Binet Form L-M
Test of Concept Utilization
Wechsler Adult Intelligence Scale (WAIS)
Wechsler Intelligence Scale for Children (WISC) (WISC-R)
Wechsler Preschool and Primary Scale of Intelligence

B. Individual Achievement Tests

Academic Readiness Scale
Gilmore Oral Reading Test
Gray Oral Reading Test
Key Math Diagnostic Arithmetic Test
Maturity level for School Entrance and Reading Readiness
Peabody Individual Achievement Test
Wide Range Achievement Test
Woodcock Reading Mastery Tests

C. Projective Techniques/Attitude Inventories

A Picture Game (California State Department of Education)
Children's Thematic Apperception Test
Feelings About Things
House-Tree-Person Tests
Kinetic Family Drawings
Rosenzweig Picture Frustration Study
School Apperception Method
School Attitude Survey
Sentence Completion Tests (18 stem) (25 stem)

D. Sense Mode/Sensory Integration Tests

1. Comprehensive Batteries

Valett Developmental Survey of Basic Learning Abilities
Illinois Test of Psycholinguistic Abilities

2. Visual - Visual Motor Tests

A Developmental Test of Visual-Motor Integration (Berry)
Frostig Developmental Test of Visual Perception
Rutgers Drawing Test
Visual Motor Gestalt Test (Bender)
Winter Haven Perceptual Forms Test

3. Audio - Auditory/Motor Tests

Goldman - Fristoe - Woodcock Test of Auditory Discrimination
Washington Sound Discrimination Test

4. Language Tests

Assessment of Children's Language Comprehension
Goldman - Fristoe - Woodcock Test of Articulation
Landamood Auditory Conceptualization Test

5. Motor Ability/Maturity

Harris Test of Lateral Dominance

E. Other Tests

Burk's Behavior Rating Scale
Detroit Test of Learning Aptitude
Grace-Arthur Point Performance Test
Nebraska Test of Learning Aptitude (Hiskey)
Ontario School Ability Examination
School Readiness Behavior Tests (Ilg and Ames)

For assistance, please call Mr. Irwin I. Sobel, Specialist, Counseling and Psychological Services, at 687-4584.

APPROVED: LEONARD C. PACHECO, Assistant Superintendent
Division of Educational Support Services

RALPH W. LANZ, Associate Deputy Superintendent

DISTRIBUTION: All Schools and Offices

APPENDIX J

SELECTING A CAREER AND GETTING A JOB

an attempt to explain

HOW TO SELECT A CAREER

1 Recognize that LIFE STYLE CHOICES exist — Auto, Home, Clothes; Money, Friends, Travel; Values, Goals, Traditions

2 CHOOSE ONE for you - your future - an intended life style - a goal

3 REMEMBER: Who do you want to be -- is better than
What do you want to do for a living

4 Discover, identify YOUR INTERESTS — druthers, wishes; test scores, hobbies; pleasing experiences

5 Discover, identify YOUR ABILITIES/TALENTS — intelligence, skills; test scores, school grades, accomplishments

6 MIX #2,4,5 TOGETHER — Intertwine, Shake & Bake; This is your profile; This describes YOU!

7 ASSESS the scope of OPPORTUNITIES
1st by cluster of occupations
2nd by family or group of occupations
3rd by an occupation or job

8 Limit this scope by #6 YOUR PROFILE

9 Screen out or limit scope by AVAILABILTY of JOBS (there are no forest rangers in the inner city)

10 Screen out or limit scope by your PHYSICAL LIMITATIONS (97 lb weaklings have trouble in Pro Football)

11 Screen out or limit scope by your VALUES, MORALITY, RELIGION — greed, vs. need to serve

12 Recognize that LEVELS of EMPLOYMENT exist

able	smart	skilled	Professional
average	average	average	Technical
low	dumb	unskilled	Skilled
			Semi Skilled
			Unskilled

13 Identify - Pin Point - where you fit from your profile #6

14 Identify with - relate to - an individual who influences you — worker, famous person, relative
one you admire — seek a role-model — study his m.o.
copy him/her - be a disciple/apprentice

15 As you learn to select a career SHARE YOUR LEARNINGS with others.
each one teach one - this helps you

16 SEEK professional assistance & GUIDANCE in this process
chat with counselors - talk with experts

17 Recognize that this selection is a PROCESS not an event nor an occasion

18 SELECT tentatively A CAREER remember: Better to have a career choice - and change it - than no choice at all

19 RESELECT from time to time another CAREER Be flexible grow change - re-plan Evolve become

20 DEVELOP A tentative PLAN for preparing for that career
Remember: Better to have a plan & change it than have no plan at all.

an attempt to explain

HOW TO PREPARE FOR A CAREER

after selecting (at least tentatively) a career ....

placement
specialization
preparation
exploration
orientation
self identity

1 RECOGNIZE that preparation in a developmental PROCESS

that a career preparation LADDER exists

START CLIMBING IT

2 Recognize that this process never ends; assume an atttitude

3 Learn to GIVE A HOOT to LOVE and CARE for others
Increase the frequency of your practice of these learnings. THIS IS WHAT COUNTS

4 Fill in the gaps; strengthen your 3R's. THEY COUNT

5 In pursuing academic learnings -- think up and use practical examples from your chosen career field.

6 Learn somehow, somewhere, and
Keep practicing the GOLDEN RULE — This is where its at

7 Recognize that another ladder exists . . . . .

. . . that of OCCUPATIONAL LEVELS

Professional
Technical, semi professional
Skilled
Semi Skilled
Unskilled

8 Note where your chosen career appears

9 If you chose, selected a PROFESSIONAL level — Plan to go to college

a TECHNICAL level — Plan to go to Jr. College

the usual, average, norm of levels — Be assured you get your preparation at high school

any of the above levels — Be reminded of the value of adult and continuing education programs

10 Keep a secondary career choice in mind - a fall back - so if all doesn't work out perfectly, "horizontal mobility" or another "spin off" is possible.

11 Identify possible barriers to your preparation - and plan how to overcome those barriers.

12 Share this process with others; each one teach one; as you really do

find our how to prepare for your career, HELP YOUR BUDDIES

13 TAKE COURSES in school, learn new SKILLS
KNOWLEDGES
ATTITUDES
related to your career choice

14 Recognize that much learning occurs external to the school -- and build on it; Thus learn new SKILLS / KNOWLEDGES / ATTITUDES related to your career choice

15 PRACTICE SMILING A LOT

After selecting a Career and preparing for a career ...Some suggestions concerning...

HOW TO GET A JOB

1 DEVELOP on paper a PERSONALIZED PLAN of attack... use a "systems approach"

2 RECONSIDER what your LIFES GOALS are: Life Style
Income
friends

3 Be sure you KNOW WHAT YOU WANT.... and go get it. Review your philosophy/points of view/priorities/desires/wants/needs/values

4 Remember - many jobs can be personally/psychologically/spiritually VERY REWARDING in your gut/to your psyche/they bring on smiles, happiness, fulfillment; so consider more than just money or status.

5 Screen-out possibilities (at least for long run considerations) that aren't compatible with your goals.

6 LOCATE JOB OPENINGS

read newspaper want ads	keep your antenna up
visit/utilize job placement agency	keep your sensors out
use state employment development dept.	be alert

7 CREATE A JOB OPENING -- to work for youself, maybe.... or show a firm/company <u>why</u> they need you; perhaps volunteer to work for free for a while

8 PURSUE JOB OPENINGS - use your plan with alacrity/dilligence/energy/cheerfulness/prayers/flexibility
Use a time frame; set a calendar date to get things done... and do it!

9 Get help/assistance/guidance in your plan and in your pursuit.
Use your resources.

10 PRACTICE SMILING A LOT it'll pay off later.

11 Remember, work isn't everything - some folks live to work
- some folks work to live
- a proper balance <u>is</u> achievable

12 THINK POSITIVE + think positive + think positive + think positive

13 Review a sample job application form.

14 Prepare and update a personal data sheet/resume - sometimes do up a special one for a specific job.

15 Rehearse - practice a job interview.

16 APPLY FOR THE JOB Put your best foot forward/dress appropriately
Be honest/sell yourself
Show 'em how they can benefit from you, not asking what's in it for you & GO GET IT!

APPENDIX K

LACC'S TWO YEAR COUNSELOR AIDE PROGRAM

LOS ANGELES CITY COLLEGE

PUBLIC SCHOOL COUNSELOR AIDE CURRICULUM

The public school Counselor Aide curriculum is designed to train individuals to be qualified for employment as Counselor Aides in the public schools: elementary, junior high, senior high or adult education. Upon successful completion of all the courses listed below, the individual will also have completed the requirements for the Associate of Arts degree. Those who plan to transfer to a four-year school should check with the LACC Counseling Office for latest requirements.

After the student completes all of the prescribed Field Work assignments and the required courses, he will have completed his training to work under professional supervision as a Counselor Aide in a public school.

FIRST SEMESTER	UNITS	SECOND SEMESTER	UNITS
General Psych - Psych 1	3	Developmental Psych -	
Written Communication	3	Psych 11 or 12 - Child Dev. 1	3
Group Dynamics	3	Group Dynamics 11 - Psych 44	3
Field Work 1 - Psych 81	3	Speech Course	3
History or Government Requirement	3	(Soc. 1, Anthro. 2, or Psych 13)	3
Physical Education Activity	½	Field Work 11 - Psych 82	3
		Physical Educational Activity	½
	15½		15½

THIRD SEMESTER	UNITS	FOURTH SEMESTER	UNITS
Health Course - Nursing 13	3	Career Guidance Education -	
Personal & Social Development -		Psych 46	3
Psych 3	3	Professional Issues in the	
Abnormal Psych - Psych 14	3	Helping Professions - Psych 45	3
Field Work III - Psych 83	3	Field Work IV - Psych 83	3
Biological Sciences Requirement	3	Humanities Requirement	3
Physical Education Activity	½	Physical Science Requirement	3
		Physical Education Activity	½
	15½		15½

SUGGESTED COURSES

Psych 2 or Biology
Psych 4
Afro-American Studies 2
Mexican-American Studies 2
American Cultures 1
Psych 46
Sociology 6
Law 3, 6, 30
Home Economics 31
Anthropology 25
Humanities 15, 16, 18

APPENDIX L

ANNOTATED BIBLIOGRAPHY

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APPENDIX M

EVALUATING YOURSELF

SELF EVALUATION FOR PARAPROFESSIONALS

1. Do I plan for the activity which I have been assigned - Not hit and miss or just doing something?
2. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
3. Do I have a plan for getting pupils into groups?
4. Do I observe closely so as to know pupils likes, dislikes, preferences, enthusiasms, aversions, etc.?
5. Do I find opportunities for giving pupils choices or do I tell them what to do?
6. Have I given some individual help in writing?
7. Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?
8. Do I emphasize the times when pupils behave well and minimize the times when they fail to do so?
9. Do I really listen to what pupils have to say?
10. Do I evaluate myself at intervals?
11. Do I accept criticisms and suggestions without becoming emotionally upset?
12. Do I follow directions of the classroom teacher?
13. Do I try to develop a friendly attitude with all of my co-workers?
14. Do I give the classroom teacher adequate notice of absences by reporting them to the school office before the school day begins?
15. Do I realize that my whole purpose for being in the classroom is to assist the teacher in order that pupils might progress more rapidly?
16. Do I give too much help to pupils rather than allowing them time to think?
17. Do I refrain from interfering between another teacher and pupil unless called upon for assistance?
18. Do I avoid criticism of the students, teacher, and the school?

END